

Fig. 2

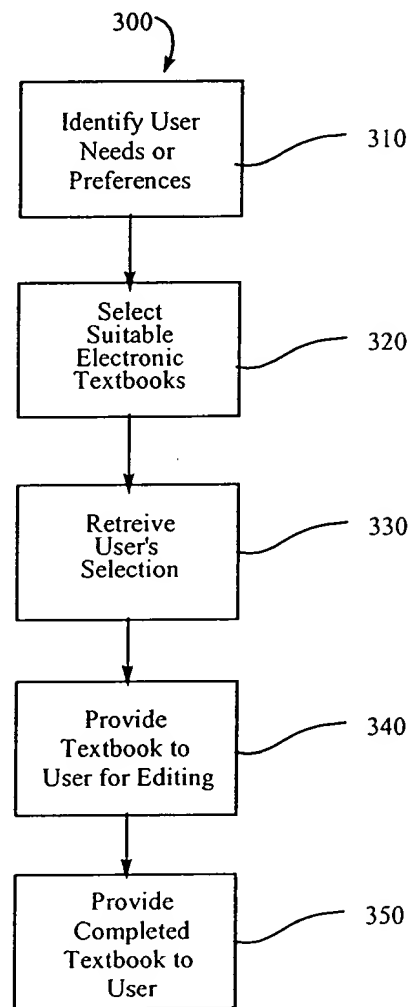


Fig. 3

CUSTOM BOOKS



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WHO WE ARE



FIG. 4

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FIG. 5

Register

Please fill out the registration form below
(Use the TAB key to jump between fields)

First Name		Last Name	
	Password		
	Reenter Password		
	Email Address		
	School Name		
	School Address1		
	School Address2		
	City		
State	Choose A State 	Zip	
	Department		
	Principal/Head		
	District		
	Superintendent		

REGISTER 

FIG. 6



Scope of Course

Your answers to the following questions will determine the size of your book. You will decide the content later.

1. Approximately how many class sessions will you dedicate to your unit on the Civil War?

(type in number
from 1 to 30)

At what grade level will you teach this unit?

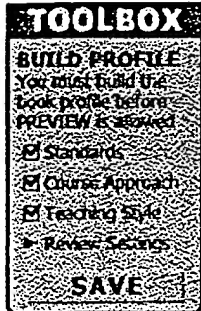
2. ☐ 9th grade ☐ 10th grade ☐ 11th grade ☐ 12 grade

On average, how many pages will you assign per class session?

3. ☐ 2 or less ☐ 3-5 ☐ 5-7 ☐ 7 or more

NEXT

FIG. 7



Approach

The following section concerns how you approach Civil War history. Click on the button that most closely represents your interest in each approach. The further to the right you click, the more material reflecting that approach your book will contain. Click on description for fuller explanation of each approach.

I would like my course to focus on:

←	less	—	more	→	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Key figures of the period
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Political factors, such as parties and ideologies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Economic factors, such as capital, labor and technology
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cultural factors, such as population diversity or the arts

NEXT 

FIG. 8

TOOLBOX
BUILD PROFILE
 You must build the
 profile before
 PREVIEW is allowed
☐ Standards
☐ Course Approach
☐ Reading Style
☐ Review Sequence
EDIT TOOLS
 Click buttons below
 to edit content type

ORDER

The Civil War represents the greatest expression of moral outrage in the history of the United States of America. The issue of African-American slavery had never allowed the nation any sustained peace. The founders of the country could only craft a Constitution that compromised freedom, the most basic tenet of the American Revolution. The Constitution allowed new slaves to be brought to this country only for a few years more and then banned the slave trade, but it also increased the representation of slave-holding states in Congress by counting each slave as three-fifths of a person. Every few decades, the union threatened to dissolve over the slavery.

country would admit no new slave-holding state, but gave the states that did hold slaves a kind of protection against the federal government outlawing it. Laws passed soon after this compromise committed the citizen of free states to uphold the slave laws of their neighbors to the south.



Figure #. General Ulysses S. Grant, the commander of the Union forces.

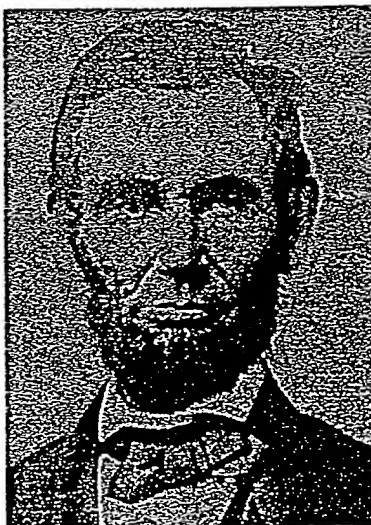


Figure #. President Abraham Lincoln near the end of his presidency.

These compromises, and dozens of smaller ones, never satisfied the people who lived in free states. They regarded slavery as degrading and immoral. They did not believe that they could support a nation that would permit slavery. Already most civilized countries in the world had outlawed slavery, but the government of the United States refused to abolish the practice here. From 1850 on, people across the Northern states became wildly vocal in opposing slavery. Frederick Douglass, an escaped slave, became one of the foremost

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... compromise of 1820
saved the young republic by
striking a balance of power in
Congress between the slave-holding
states of the South and the free
states of the North. It admitted
Missouri to the United States, and
allowed slavery there, but only if
Maine also joined the union as a
free state. In 1850, Congress
reached another compromise. This
one allowed the people of a new
state to determine whether or not to
allow slavery. The made almost
certain that the

speakers for the cause. William
Lloyd Garrison, a former minister,
published a magazine, *The
Abolitionist*, that called for
revolution if the government didn't
act. For the first time in public life
in this country, women's
organizations took a strong stand
on public

FIG. 12

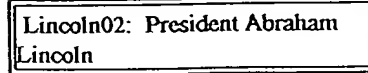
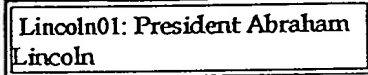


FIG 13

TOOLBOX
BUILD PROFILE
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☐ Standards
☒ Course Approach
☒ Teacher Style
☒ Student Content

EDIT TOOLS
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Figure #. General Ulysses S. Grant, the commander of the Union forces.



Figure #. President Abraham Lincoln at the beginning of his presidency.

The Compromise of 1820 saved the young republic by striking a balance of power in Congress between the slave-

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Fig. 14

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FIG. 15


1676260-1676260

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☐ Yes ☐ No

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Tests	\$25.00
Total Cost	

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FIG. 16